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ABSTRACT

The personnel director of a local industry requested reading help from Central Missouri State University for several employees. After several meetings, a workplace literacy program that used the whole language approach supplemented by direct instruction in word recognition skills was developed. Two types of tests were written. One, a vocabulary test, required the participant to identify 40 industry- or safety-related words instantly and out of context. The terms were drawn from Occupational Safety and Health Administration forms, technical manuals from the company, and the book entitled "Occupational Literacy" (Rush et al., 1986). The second test used the Cloze procedure as a simple and relatively accurate way to assess background knowledge necessary for general comprehension. Participants spent the first day of the program getting acquainted, browsing through magazines and newspapers for interesting articles, learning the VAKT (visual, auditory, kinesthetic, and tactile) method of study, writing journals, and having individual conferences with the instructor to set goals. Days 2-5 were spent reading self-selected materials, continuing word study routines established the first day, and using an informal reading inventory to begin individualized assessment. Ongoing procedures continued and expanded these activities with the aim of enabling participants to meet personal reading goals, build confidence and motivation, increase speaking and writing skills, and increase volume of reading and reading for pleasure. Appendices contain vocabulary development activities, word study procedures, screening instruments, a lesson plan, information on naturalistic assessment of reading, and lists of materials. (Includes 14 references). (CML)

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Kathryn S. Carr

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Literacy in the Workplace: A Whole Language Approach

The personnel director of a local industry contacted the University requesting reading help for several employees. Many meetings later, and with the aid of a state funded grant, the following curriculum evolved.

This article explains the rationale and theoretical bases of the curriculum, describes test development for employee screening and the instructional program; and, also includes references and instructional techniques.

Rationale for the Curriculum

The problems associated with adult illiteracy are widely recognized. The number of functionally illiterate Americans over the age of 25, estimated as 24.4 million by the 1980 census, is expected to greatly exceed that figure in the 1990 census. In Missouri illiteracy estimates of 365,000 indicate that nearly 11 per cent of the state's adult population have literacy problems (Johnson County Adult Literacy Program).

Tonjes and Zintz (1987) define "functional illiteracy" as those who:

> cannot read help-wanted ads;
>
> cannot fill out forms for Social Security or a driver's license;
>
> cannot understand the directions on a bottle of medicine;
>
> cannot read the daily newspaper or a recipe (p. 4)

At the same time that illiteracy rates are rising, low-skills factory jobs are vanishing (Wall Street Journal 1989). Even entry-level jobs often require complex

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literacy skills (Rush et al. 1986). The American Society for Training and Development estimated that business and industry expenditures for education have grown from 2 billion dollars in 1977 to close to 30 billion dollars (Demetrulias and Deutsch 1982). But the total cost to industry in terms of loss of production and safety hazards is difficult to estimate.

Industry education programs are not necessarily limited to functionally illiterate employees; they may provide basic skills and other courses of interest for any employee. As an example of the function and operation of education and retraining in industry, Demetrulias and Deutsch (1982) described the education efforts of the NCR Corporation. The staff in the NCR Management College and Career Development Center ". . .conduct surveys to determine the needs for instruction and education, develop the curricula, work with division coordinators to schedule courses and programs, and evaluate the effectiveness of the training."

Characteristics of Adult Learners.

Richek et al. (1989) noted that instructional programs for adult learners should be designed to meet their unique needs. They identified several ways in which adult learners differ from children and adolescents.

1. Adults need to view learning as useful. Adults soon lose patience when they do not understand the usefulness of what they are learning.
2. Adults have a wealth of life experiences. Often adult students can share expertise with each other and with the teacher, resulting in rich and varied classroom experiences.

3. Adults have many life constraints. Teachers need to be sympathetic and understanding of (employment or family situations that may affect attendance).

4. Adults may view their reading difficulties as permanent. (Although) many adults improve their skills considerably through instruction, adults often place little hope in the instructional situation, and it is difficult to persuade them to enter remedial instruction, put forth effort, or attend regularly. Because of an adult's often lengthy history of failure, the emotional aspects of learning become very important. Adults may be unwilling to face the negative emotions associated with learning. For these reasons, it is important that the teacher of adults maintain a positive attitude and be hopeful about the future (162-163).

Theoretical Bases of Reading Instruction

Meaning and Language-Based Approach.

Research of the past 15 years in the fields of cognitive psychology and linguistics has drastically changed modern theories of reading instruction (Valencia and Pearson 1987). Whereas reading was popularly considered primarily a decoding function, most scholars now emphasize the role of comprehension and the importance of reader strategies for constructing meaning, especially the strategies of setting purposes for reading and drawing inferences by applying prior knowledge (Carr 1983).

In contrast, Malicky and Norman (1989) found that most reading programs for adults continue to stress decoding print rather than knowledge-based reading strategies. They reported a number of research studies of adults which were designed to determine the effectiveness of one procedure over the other. In every case, adults

who recognized the importance of comprehension made greater progress than those who ". . . perceived reading as processing of words rather than as making meaning."

Based upon their research findings, they recommended a number of instructional procedures in reading programs for adults. The following quotations are exerpts from a longer discussion (pp 201-202).

"The first stage in reading development of adults involves using language."

"Instruction for adults in the early phase of literacy development should focus on whole language rather than on isolated words and letters. . . .Programs should begin with and take advantage of what the adults already know."

The types of material ". . .most conducive to use of knowledge-based strategies involved language experience and predictable passages."

"The unfamiliar unpredictable passages found in many of the widely used beginning literacy programs appear to be less appropriate for adults at a beginning stage of reading development."

The language experience approach was seen as a way of bringing a greater sense of self-worth to adult learners, because ". . .it begins by acknowledging and valuing what adults already know and provides the opportunity for daily concerns and problems to serve as the content of literacy classes."

Direct instruction in word recognition skills, although not the initial focus, should supplement language experience activities.

Word Study Techniques.

Three aspects of word level reading are listed below in order of importance.

Vocabulary. As Spearritt found back in 1972, reading is largely a matter of understanding word meanings. Therefore, individuals whose vocabularies are limited also have a limited potential for reading. Johnson (1983) has described a number of techniques for vocabulary development such as Semantic Mapping, which is a word association or synonym clustering task, and Semantic feature analysis, which is a chart for comparing attributes (Appendix A).

Sight Word Recognition. Good readers have thousands of words they recognize instantly; therefore, one of the objectives of most reading programs is to increase the number of words the students can recognize at sight. (Ekwall and Shanker 1988). A multisensory word study technique known as VAKT (visual, auditory, kinesthetic, tactile) is recommended for individuals who have difficulty in word recognition (Richek et al. 1989). The method, also known as the Fernald approach, is an attempt to increase visual memory for given words through a series of steps that involve looking at the word (visual), listening to the pronunciation (auditory), writing the word (kinesthetic), and if necessary, tracing a textured copy of the word (tactile) until the word can be reproduced accurately from memory Appendix B).

Identifying new words (word attack skills). The reader must also have some means of analyzing unknown words. In order to keep the focus on comprehension, the student is encouraged to use context clues, asking himself the question, "What word would make sense here?" Tonjes and Zintz (1987) stated that use of context is a powerful technique, especially when combined with structural analysis (looking for parts of the word that may be known such as root words and affixes), using phonics (knowledge of sound-symbol relationships), and using the

dictionary. Tonjes and Zintz (p. 156) caution, however, that sounding out letter by letter (phonics) is ". . .the least successful approach to teaching word acquisition, and this is especially true of the student with a below-average IQ."

Ekwall and Shanker (1989) recommended teaching word attack skills to disabled readers by means of phonograms or word patterns, e.g., --all, --oat, --ean, and the substitution of initial consonants or consonant blends. Phonograms are generally consistent in pronunciation from one word to another, so that learning one pattern aids in the recognition of a number of words.

Development of Screening Instruments

A. The Objectives

1. develop industry-specific screening tests that can be administered and scored quickly.

2. identify a pool of candidates for reading improvement instruction, especially production personnel whose inability to read certain work-related terms might pose a safety hazard to themselves or others.

B. Procedures

Two types of test were written. One the Vocabulary Test, requires the participant to identify, instantly and out of context, 40 industry-related or safety terms. Each of the 40 items consists for four terms that begin with the same sound and are similar in appearance. The examiner pronounces a term, for example, "ventilation," which must be identified from among the other three alternatives (Appendix C). The terms were drawn from U.S. Department of Labor Occupational Safety and Health Administration

(OSHA) forms, and technical manuals supplied by the company, and the book, Occupational Literacy (Rush et al. 1986).

The other type of test is a modified CLOZE Procedure (Tonjes and Zintz 1987). CLOZE tests are constructed by deleting every fifth word from a passage of approximately 250 words of running text. and asking the examinee to fill in the blanks with the exact word or a synonym. According to Tonjes and Zintz (1987), the CLOZE Procedure is a simple and relatively accurate way to assess background knowledge necessary for general comprehension of content material. A score of 45-50 per cent would be considered good for technical materials of the type used in this test. Two forms of the CLOZE test devised from technical manuals may be found in Appendix C).

Instructional Program

Introductory Activities.

A. Objectives

1. build group cohesiveness and trust among participants and instructors, and to relax tension.
2. identify interests for planning future instruction.
3. build motivation through personal goal setting.
4. identify levels of literacy and specific strengths and needs for individual participants.
5. establish routines for word study using the VAKT method.

B. Procedures for Initial Classes

Day 1 (Lesson Plan, Appendix D).

Play a get-acquainted game, e.g., Four of a Kind (Eberle and Hall 1975), as an

ice breaker and an opportunity to discover likenesses and differences in interests. The object of the game is to identify four interests or characteristics the group shared and four things that were unique to each individual. Topics for discussion could be family size, birthplace, hobbies, favorite foods, favorite colors, sports, music, magazines, television programs, etc.

Browse through magazines and newspapers for interesting articles.

Write a few unknown words on cards, discuss their meanings,word patterns, and learn the VAKT method of word study.

Journal writing for 10 minutes.

Individual conferences with instructor for Reading Interview and goal setting (Carr 1990, unpublished. See Appendix E).

Instructor observes literacy behaviors and begins data collection.

Days 2 - 5

Self selection of reading materials, magazines, newspapers or other materials, such as paperback books.

Continue Word Study routines established the first day.

Begin individual assessment using an informal reading inventory (Burns and Roe 1989).

Ongoing Procedures for Daily Instruction

Objectives

1. Continue progress toward meeting personal goals in reading
2. Build confidence and motivation through evidence of progress, e.g. writing portfolios
3. Build meaning vocabulary
4. Increase sight words, including job-related or technical terms
5. Develop comprehension strategies
6. Increase word analysis strategies
7. Increase the volume of reading and increase reading for pleasure
8. Develop increased ability for oral and written expression

Instructional Methods (described in Rationale and Appendix).

Group discussion and/or conference with instructor

Use of the Language Experience Approach in which the student writes or dictates passages which she then learns to read

Use of the computer for writing language experience stories and for word study

Vocabulary building activities, discussion, semantic mapping, semantic features

Daily journal writing

Self-selection of reading materials, having a variety of magazines, paperback books, and commercial materials available (Materials listed in Appendix F)

VAKT word study for sight words and spelling

Word Analysis Techniques, Phonograms or commercial materials as needed

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Appendices

Appendix A

Vocabulary Development Activities

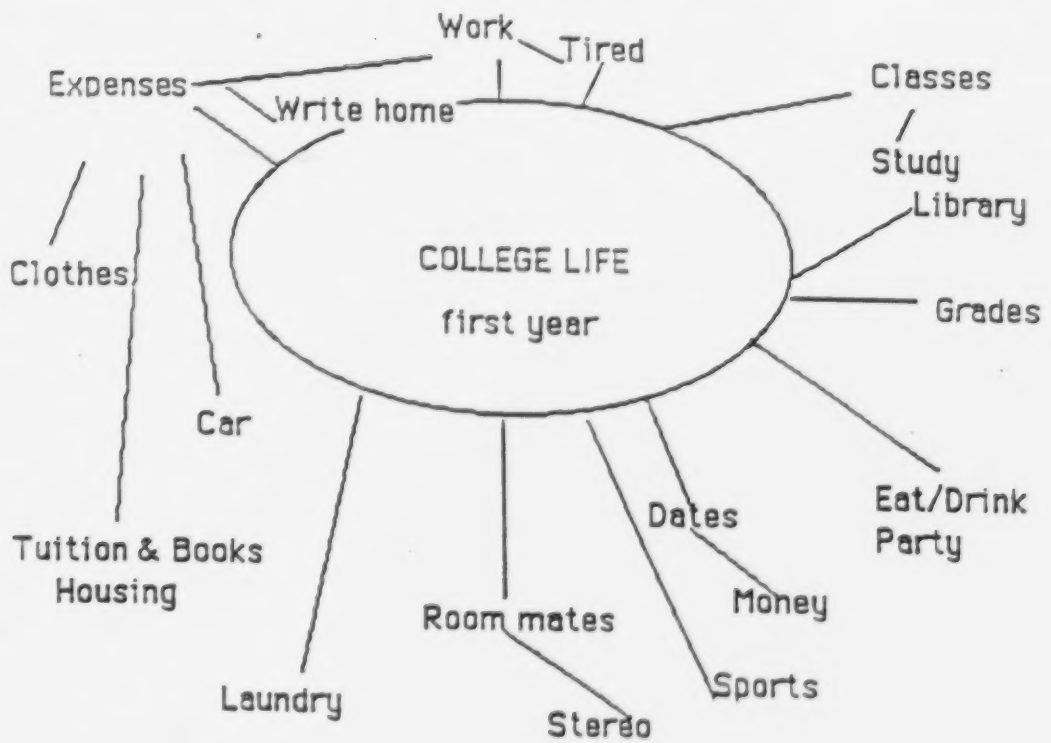
Semantic Feature Analysis

Semantic Mapping

SEMANTIC FEATURE ANALYSIS

FRUIT	PIT	SEEDS	OVAL	EDIBLE PEEL	TROPICAL
PEACH					
BANANA					
CHERRY					
ORANGE					
KIWI					

SEMANTIC MAPPING OR WEBBING



Appendix B

Word Study Procedures

VAKT Multisensory Sight Word and Spelling Procedure

List of Phonograms and Blends

Multisensory Sight Word/Spelling Technique

VAKT or Fernald Approach

Adapted from Richek, M.A. et al.

1. The words are written on large cards or paper (in manuscript or cursive) in chalkboard size using crayon.

2. Using one or two fingers, the student traces over the word while saying each part or syllable of the word.

3. The tracing is repeated until the student feels that the word can be written from memory.

4. The student tries to reproduce the word from memory without looking at the word. As the word is written it is pronounced in parts or syllables.

5. If the student cannot write the word correctly, the tracing procedure is repeated until the student is successful.

6. When the word can be written correctly from memory it is filed in an alphabetical word file box.

Common Phonograms

__ig	__ue	__od	__ab
__end	__eat	__en	__ash
__ame	__all	__ug	__ap
__eer	__ore	__ag	__ump
__ane	__ack	__at	__op
__uff	__one	__ill	__ope
__ent	__ite	__eed	__eak
__ave	__eep	__ight	__ank
__in	__un	__ate	__ing
__ake	__ock	__ink	__ed
__it	__ick	__ear	__ail
__im	__ell	__ee	__ad
__ine	__aw	__ow	__an
__ot	__ay	__ar	__out
__ip	__ew	__ore	__ire
__ang	__ain	__ide	__est

Blends and Digraphs

cl	tr	ch	br	sh	gr
sp	st	pr	th	wh	pl
dr	ck	fl	sn	cr	sw
gl	fr	bl	sl	sc	sk

Appendix C

Screening Instruments

Vocabulary Tests 1 and 2

CLOZE Tests 1 and 2

Directions for Test Administration

CLOZE Test

Tell the participants that they will be given a work-related passage to read, but some of the words have been deleted. They are to look over the entire passage before commencing to fill in the blanks. They are to try to determine the exact word the author used in each blank and write it beside the corresponding number on the answer sheet.

Only one word goes in a blank. The test is not timed, and there is no penalty for misspelling, as long as the examiner can determine what word was intended.

Note: This may seem like an impossible task at first, but many of the blanks call for simple words. Reassure the participants that they aren't expected to get more than half of the blanks correct.

Each participant should be given a test and an answer sheet. Allow a reasonable amount of time for completion, for example, you might have to call for the papers when all but one or two have finished.

Tentative Scoring

58-100 per cent	Independent Level
44-57	Instructional (can handle with help)
0-43	Frustration Level

****

Vocabulary Test

Participants underline or circle the word pronounced in each row. Pronounce the underlined word in each row, repeating each word once. Go to the next row after about 3 seconds. Pronounce words distinctly, but do not exaggerate. Take up papers immediately, as this is a test of instant recognition.

Stahl Specialty Company CMSU Reading Center

Vocabulary Test 1

1.	requirements	released	retardant	respiratory
2.	ventilation	vomiting	vapor	viscosity
3.	conditions	contact	carbon	controlled
4.	recommended	recycling	required	regulation
5.	adequate	appropriate	applicable	appearance
6.	hazardous	hygiene	hydraulic	health
7.	incinerate	intermittent	information	incompatibility
8.	flammable	flash	facility	followed
9.	decomposition	dioxide	dispose	density
10.	ingest	impact	immediate	inquire
11.	special	spilled	strong	suppplies
12.	equipment	exposure	extinquish	emergency
13.	precautions	procedures	pour	product
14.	flush	flash	flame	foam
15.	inhalation	induce	inhale	ingredients
16.	oxidize	odor	oral	operate
17.	soluability	sawdust	subject	stability
18.	pressure	protection	particular	prevention
19.	ignitability	irritation	incompatibility	including
20.	toxicity	thermal	testing	transport

Stahl Specialty Company CMSU Reading Center

Vocabulary Test 2

1. requirements released retardant respiratory
2. ventilation vomiting vapor viscosity
3. conditions contact carbon controlled
4. recommended recycling required regulation
5. adequate appropriate applicable appearance
6. hazardous hygiene hydraulic health
7. incinerate intermittent information incompatibility
8. flammable flash facility followed
9. decomposition dioxide dispose density
10. ingest impact immediate inquire
11. special spilled strong supppiies
12. equipment exposure extinquish emergency
13. precautions procedures pour product
14. flush flash flame foam
15. inhalation induce inhale ingredients
16. oxidize odor oral operate
17. soluability sawdust subject stability
18. pressure protection particular prevention
19. ignitability irritation incompatibility including
20. toxicity thermal testing transport

Processing CLOZE Test

Directions: Please read the following passages taken from work-related materials. Every fifth word has been deleted. As you read, think which words would best complete the sentence and write the words on the answer sheet. You are **not** expected to know all the answers. In fact, 50 per cent is a very good score on this test.

Sample Test:
Sawing: Saw gates flush to plus 1/32" on any saw and do not saw into the casting. Saw casting as shown {1} _____ picture on the back {2}_____. Operator will visually inspect {3}_____ casting for any defect {4} _____ is detrimental to the {5}_____ of the casting. Place scrap gates in a palletainer marked with a red scrap tag.
Answers: {1} in, {2} page, {3} every, {4} that, {5} function.

Operation #51" Std. = 10.52 pcs/hr

Dept. 09: First Operation: Use a Vertical mill with the correct fixture being mounted on an Indexer and the correct tape from file #4732. Load (1) casting onto the {1}_____ fixture with the long {2}_____ surface facing up and {3}_____ casting curving away from {4}_____ operator. Make sure casting {5}_____ clamped into place properly {6}_____ is located right. Indexer {7}_____ turn castings so the {8}_____ shaped surface is facing {9}_____ operator. A (5 deg.) angle is {10}_____ across this surface with a {11}_____ finish of (125). Casting {12}_____ and the long narrow {13}_____ is facing away from the {14}_____. Mill a flat on {15}_____ backside of the long {16}_____ surface and maintain a (125) {17}_____ finish. In the end a (.149"+-.005") {18}_____ hole is drilled to {19}_____ depth of (.680"+-.020") with a (.257"+.003"/-.002") {20}_____ counterbore that is (.250"+/-.020") deep. {21}_____ the (.149") diameter hole 10-24 to a {22}_____ of (.560"+/-.020"). Rotate casting so {23}_____ long narrow surface is {24}_____ up and mill it {25}_____ a thickness of (1.020"+.010"/-.000") with a {26}_____ and maintain a (63) surface {27}_____. A (.754"+.003"/-.000") wide slot is {28}_____ the length of the {29}_____ (.380"+/-.005") deep with a (63) surface {30}_____ being maintained. On the {31}_____ with the 10-24 tapped hole {32}_____ a (.406"+.030"/-.000") wide slot that is (1.310"+/-.020") {33}_____ with a {63} surface finish. {34}_____ casting from the fixture {35}_____ blow chips off fixture {36}_____ placing the next casting {37}_____. Casting is placed on a {38}_____ fixture with the oval {39}_____ surface facing up. Using a {40}_____ drill press, drill (3) (.275") diameter {41}_____ holes and all (3) holes {42}_____ have a (.375) x (90 deg.) countersink. The {43}_____ will then be tapped 5/16-18 {44}_____. Operator will deburr casting {45}_____ a rotary file and {46}_____ stone. Clean casting in {47}_____ or some other cleaning {48}_____ and blow out all {49}_____ and tapped holes before {50}_____ casting in a Bulk Pack. Operator needs to check (1) out of every (10) castings with the proper gages.

Answer Sheet. Name_____ Date_____

1._____
2._____
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37._____
38._____
39._____
40._____
41._____
42._____
43._____
44._____
45._____
46._____
47._____
48._____
49._____
50._____

Processing CLOZE Test Answer Key

{1} machining
{2} narrow
{3} the
{4} the
{5} is
{6} and
{7} will
{8} oval
{9} the
{10} machined
{11} surface
{12} rotates
{13} surface
{14} operator
{15] the
{16} narrow
{17} surface
{18} diameter
{19} a
{20} diameter
{21} Tap
{22} depth
{23} the
{24} facing
{25} to
{26} facemill
{27} finish
{28} milled
{29} surface
{30} finish
{31} end
{32} mill
{33} long
{34} Remove
{35} and
{36} before
{37} on
{38} drilling
{39} shape
{40} small
{41} through
{42} will
{43} holes
{44} through
{45} with
{46} oil
{47} chloroethane
{48} solution
{49} drilled
{50} placing

MOBIL OIL CLOZE Test

Directions: Please read the following passages taken from work-related materials. Every fifth word has been deleted. As you read, think which words would best complete the sentence and write the words on the answer sheet. You are **not** expected to know all the answers. In fact, **50 per cent is a very good score on this test.**

Sample Test:

Mobil

Mobil DTE 24 602623 PAGE 3 of 4

********** XI. TOXICOLOGICAL DATA **********

---ACUTE---

ORAL TOXICITY (RATS): LD50 > 5 G/KG 1/10 RATS DIED AT THIS DOSAGE LEVEL. SLIGHTLY TOXIC (ESTIMATED) ---BASED ON TESTING OF {1}_____ PRODUCTS AND/OR THE COMPONENTS.

DERMAL TOXICITY (RABBITS): LD50: > 2 G/KG 0/10 {2}_____ DIED AT THIS DOSAGE {3}_____. SLIGHTLY TOXIC (ESTIMATED) ---BASED {4}_____ TESTING OF SIMILAR PRODUCTS {5}_____ THE COMPONENTS.

ANSWERS: {1} SIMILAR, {2} RABBITS, {3} LEVEL, {4} ON, {5} AND/OR.

BEGIN:

INHALATION TOXICITY (RATS): NOT APPLICABLE ---HARMFUL CONCENTRATIONS OF {1}_____ AND/OR VAPORS ARE UNLIKELY {2}_____ BE ENCOUNTERED THROUGH ANY {3}_____ OR REASONABLE FORESEEABLE HANDLING, {4}_____, OR MISUSE OF THIS {5}_____.

EYE IRRITATION (RABBITS): EXPECTED TO {6}_____ NON-IRRITATING. ---BASED ON {7}_____ OF SIMILAR PRODUCTS AND/OR {8}_____ COMPONENTS.

SKIN IRRITATION (RABBITS): {9}_____ TO BE NON-IRRITATING. ---BASED ON {10}_____ OF SIMILAR PRODUCTS AND/OR THE {11}_____.

********** XII. REGULATORY INFORMATION **********

TSCA INVENTORY STATUS: ALL {12}_____ REGISTERED.

D.O.T. SHIPPING NAME: {13}_____ APPLICABLE

D.O.T. HAZARD CLASS: NOT {14}_____

US OSHA HAZARD COMMUNICATION {15}_____: PRODUCT ASSESSED IN ACCORDANCE {16}_____ OSHA CRF 1910.1200 AND {17}_____ NOT TO BE HAZARDOUS.

RCRA INFORMATION: THE UNUSED {18}_____, IN OUR OPINION, IS NOT

{19}_____ LISTED BY THE EPA {20}_____ A HAZARDOUS WASTE (40 CFR, PART 261D); DOES NOT {21}_____ THE HAZARDOUS CHARACTERISTICS OF {22}_____,, CORROSIVITY, OR REACTIVITY, AND {23}_____ NOT FORMULATED WITH THE {24_____ CITED IN THE EP TOXICITY {25}_____. HOWEVER, USED PRODUCT MAY {26}_____ REGULATED.

****

INFORMATION GIVEN HEREIN IS {27}_____ IN GOOD FAITH AS ACCURATE, {28}_____ WITHOUT GUARANTEE. CONDITIONS OF {29}_____ AND SUITABILITY OF THE {30_____ FOR PARTICULAR USES ARE {31}_____ OUR CONTROL; ALL RISKS OF USE {32}_____ THE PRODUCT ARE THEREFORE {33}_____ BY THE USER AND {34}_____ EXPRESSLY DISCLAIM ALL WARRANTIES OF {35}_____ KIND AND NATURE, INCLUDING {36}_____ OF MERCHANTABILITY AND FITNESS {37}_____ A PARTICULAR PURPOSE IN RESPECT{38}_____ TO THE USE OR {39}_____ OF THE PRODUCT. NOTHING IS INTENDED {40}_____ A RECOMMENDATION FOR USES {41}_____ INFRINGE VALID PATENTS OR {42}_____ EXTENDING LICENSE UNDER VALID {43}_____. APPROPRIATE WARNINGS AND SAFE {44}_____ PROCEDURES SHOULD BE PROVIDED {45}_____ HANDLERS AND USERS.

PREPARED BY MOBIL OIL CORPORATION
ENVIRONMENTAL AFFAIRS AND TOXICOLOGY DEPARTMENT,
PRINCETON, NJ

Answer Sheet. Name_____Date_____

1._____
2._____
3._____
4._____
5._____
6._____
7._____
8._____
9._____
10._____
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43._____
44._____
45._____
46._____
47._____
48._____
49._____
50._____

MOBIL CLOZE TEST ANSWER KEY

1. MISTS
2. TO
3. CUSTOMARY
4. USE
5. PRODUCT
6. BE
7. TESTING
8. THE
9. EXPECTED
10. TESTING
11. COMPONENTS
12. COMPONENTS
13. NOT
14. APPLICABLE
15. STANDARD
16. WITH
17. DETERMINED
18. PRODUCT
19. SPECIFICALLY
20. AS
21. EXHIBIT
22. IGNITABILITY
23. IS
24. METALS
25. TEST
26. BE
27. OFFERED
28. BUT
29. USE
30. PRODUCT
31. BEYOND
32. OF
33. ASSUMED
34. WE
35. EVERY
36. WARRANTIES
37. FOR
38. RESPECT
39. SUITABILITY
40. AS
41. WHICH
42. AS
43. PATENTS
44. HANDLING
45. TO

Appendix D

First Session Lesson Plan

PRIDE

Personal Reading Improvement
Developed by Central Missouri State University Reading Center
for Stahl Specialty Company
January 1990

Curriculum

1st Session

Objectives:

1. Get acquainted, build rapport, and trust through sharing common interests.
2. Build motivation and set goals.
3. Establish routines.
4. Begin informal assessment of reading, writing, and spelling.
5. Teach a visual memory word study method

Activities:

Introduction — 20 minutes

1. Introductions, answer questions.

2. Distribute binders and pencils.

3. Interest-sharing game.

4. Choose whether to work in pairs or individually.

Goal Setting — 40 minutes

5. Begin interview/questionnaire. Partners help each other.
   Teachers begin interviewing singles.

6. Write goals in notebook.

Break — 10 minutes

Free Reading & Writing — 20 minutes

7. Select a magazine or newspaper to read for 10 minutes.
   Underline difficult words.

8. Write for 10 minutes. Date Notebook entry.
   Write on any topic you choose, for example, write about your goals or your family.
   OR, copy sentences from your newspaper if you prefer.

Word Study 25 minutes

9. Select five words to learn. Copy them on index cards.

10. Learn the Visual Memory Word Study Method (VAKT).
    Directions for word study:
    1. Point to each letter with pencil while you say the word (Repeat several times).
    2. Turn the card over and try to see the word in your mind (If you can't, look at the card again).
    3. Write the word from memory.
    4. Check letter-by-letter with the original copy on the card.
    5. If correct, go on to the next word. If not, repeat Steps 1-3.

    Helpful hints: Write sentences using new words and review the words often (every day). Alphabetize the cards and add new words.

Closure 5 minutes

11. Encourage students to work on word study and bring all of these materials, plus others they would like to read, to next class.

12. Congratulate students on taking a positive step toward PRIDE--Personal Reading Improvement.

Appendix E

Naturalistic Assessment of Reading

Interview

Goals

Time-ordered Matrix

Name: Date:

PRIDE
Personal Reading Improvement

Interview

1. What do you enjoy doing in your spare time? (recreation, hobbies, interests).

2. In what ways will you benefit from improving your reading?

   Work/career goals

   Family life

   Hobbies

   Other

3. What specific materials would your like to be able to read better?

4. What is the most difficult thing about reading?

5. What reading skills would you like to improve?

6. Why do you think it is that you do not read as well as you would like?

7. What do you do when you come to a word you don't know?

8. What is the most difficult thing about writing?

Name: Date:

PRIDE
Personal Reading Improvement

GOALS

In terms of reading and writing, what would you like to be able to do . .

1. One year from now?

2. Six months from now?

3. Three months from now (the end of this course)?

4. Six weeks from now?

5. One week from now?

Dr. Kathryn Carr
Central Missouri State University

Time-ordered Matrix

Directions and Criteria for Observation Log

A. Steps in Naturalistic or Continuous Assessment of Reading

Observe (in different reading situations)
Collect Data
Analyze Data
Hypothesize
Test Hypothesis
Revise Hypothesis
(Repeat steps)

B. Format for Observation Log or Time-Ordered Matrix

Student's Name: Date:

Observation Interpretation

C. Examples of Reader Behaviors to Observe
(The following is not a checklist, but designed to serve as a guide for observation)

1. Reading Comprehension
   - Generalizes theme or main idea
   - Recalls high-level propositions (important information)
   - Infers information not explicitly stated, e.g.,
     - Cause-effect, characters' motives, etc.
   - Uses metacognitive strategies (prediction, imagery, relate prior experience, adapts rate to purpose and type of material)

2. Oral Reading Fluency
   - Reads with appropriate:
     - Word recognition
     - Expression, phrasing, fluency, rate
     - Pitch, volume, poise (lack of tension, stress)

3. Writing (folder of writing samples)
    - Composition
    - Spelling
    - Emergent literacy
    - Handwriting, fine motor skills

4. Listening Comprehension
    - Uses prior knowledge and story structure to predict events, etc.
    - Uses rhyme scheme and syntax in choral reading of predictable stories and poems
    - Recalls theme, important information, inferences

5. Schemata
    - Demonstrates adequate general information
    - Applies prior experiences
    - Listens attentively throughout story

6. Concepts of Story/Passage Structure
    - Narrative
    - Expository

7. Sight Vocabulary
    - Appropriate for grade
    - Knowledge of basic sight words

8. Word Attack Skills
    - Use of Context
    - Structural Analysis
    - Phonics
    - Letter recognition

9. Linguistic Competence
    - Sentence comprehension
    - Oral language syntax, articulation
    - Listening Vocabulary

10. Prereading Skills, Emergent Literacy
    - Concepts of Print (where story begins, etc.)
    - Reads environmental print
    - Visual Perception
    - Auditory Perception

11. Affective Reactions
    - Makes a personal response to literature
    - Appropriate Attitude/Desire to read
    - Positive Self-concept
    - Interests
    - Learning Styles

12. Health and Development
    - General health, rest, nutrition
    - Physical and emotional maturity
    - Home background
    - Visual acuity, auditory acuity
    - Motor coordination

13. Other observations

D. Expected Teacher Comments, in addition to observations of behavior

1. Interpretation, analysis of data

2. Hypothesis of cause, need, etc.

3. Reference to trial teaching, (hypothesis testing) e.g.,
    - Intervention strategy: Prediction
    - Change in approach, modality

4. Reference to Miscue Analysis

5. Interpretation of formal tests, and ethnographic data

6. Reference to need for further testing

7. Other

Appendix F

Catalog of Materials

New Readers Press
Dept 90
Box 131
Syracuse, NY 13210

Catalog No.	Description
781-5	Challenger 1
782-3	Challenger 2
783-1	Challenger 3
784-x	Challenger 4
785-8	Challenger 5
791-2	Challenger 1-5 Tchr Guide
792-0	Challenger 1-5 Answer Key
445-x	Student Workbook 1
446-8	Teacher's Edition 1
447-6	Student Workbook 2A
448-4	Teacher's Edition 2A
449-2	Student Workbook 2B
450-6	Teacher's Edition 2B
451-4	Student Workbook 3
452-2	Teacher's Edition 3
453-0	Student Workbook 4
454-9	Teacher's Edition 4
951-6	Phonics Wall Charts

Random House, Inc
400 Hahn Road
Westminster, MD 21157

Catalog No.	Description
Reader's Digest	Science Readers Complete Library No.88300-993-5
Reader's Digest	RD 2000 Kit A (Decode - Level 1) No. 86655-038-0
Reader's Digest	RD 2000 Kit B (levels 2-3) No. 86655-040-2
Reader's Digest	RD 2000 Kit C (Levels 4-5) No. 86655-042-9
Reader's Digest	RD 2000 Level 1 Audio Lessons No. 88300-502-6
Reader's Digest	Skill Builder Primary Kit, (Levels 1-3) No. 676-39775-1

Computer Software

MacWrite II

PageMaker

The Children's Writing & Publishing Center

Mindscape Crossword Magic

Teacher's Tool Kit

Word Attack Plus

Readability

Vocabulary Machine

Super Word Find